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THE BRIDGE PROJECT FOLLOWUP STUDY.

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DESCRIPTORS- *FOLLOWUP STUDIES, HIGH SCHOOL STUDENTS, *TEACHING METHODS, *TEAM TEACHING, *CURRICULUM ENRICHMENT, TEACHER IMPROVEMENT, DISADVANTAGED YOUTH, *CULTURALLY DISADVANTAGED, STUDENT ATTITUDES, ACHIEVEMENT GAINS, FLUSHING, NEW YORK, BRIDGE PROJECT

AN EXPERIMENT CONDUCTED AT THE JUNIOR HIGH SCHOOL LEVEL IN NEW YORK CITY TO EVALUATE THE EFFECTIVENESS OF A NEW KIND OF LEARNING ENVIRONMENT ON THE EDUCATION OF DISADVANTAGED YOUTH WAS UNDERTAKEN AS A FOLLOWUP TO THE "BRIDGE" PROJECT. THE FUNDAMENTALS INVOLVED USING A NEW TYPE OF TEAM-TEACHING INSTRUCTION IN THE AREAS OF ENGLISH, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES. INITIAL RESULTS SHOWED NO SIGNIFICANT DIFFERENCES IN THIS NEW TEACHING APPROACH OVER THE CONVENTIONAL APPROACH. IN THE BELIEF THAT SOME RESULTS IN ACHIEVEMENT AND ATTITUDES OF THE STUDENT PARTICIPANTS MIGHT FIRST BECOME EVIDENT SUBSEQUENT TO THE TERMINATION OF THE PROJECT, THE FOLLOWUP INVESTIGATION WAS IMPLEMENTED. OF 130 EXPERIMENTAL AND CONTROL SUBJECTS WHO COMPLETED THE ORIGINAL TEST-RETEST PROGRAM, APPROXIMATELY 100 WERE LOCATED AND INTERVIEWED. PRIOR TO THE INTERVIEWS, DATA WERE OBTAINED ON EACH SUBJECT RELATING TO (1) ENROLLMENT IN HIGH SCHOOL, (2) CURRICULUM PURSUED, (3) DROPOUT INFORMATION AND WORK HISTORIES, AND (4) ACADEMIC, BEHAVIOR, AND ATTENDANCE RECORDS. THE INTERVIEWS SOUGHT INFORMATION CONCERNING (1) SATISFACTION WITH SCHOOL WORK, (2) PERCEPTIONS OF ACADEMIC PERFORMANCE, (3) FUTURE PLANS AND ASPIRATIONS, (4) EVALUATIONS OF JUNIOR HIGH SCHOOL EXPERIENCES, (5) REASONS FOR DROPPING OUT OF SCHOOL, AND (6) WORK EXPERIENCE SATISFACTIONS (IN CASES OF DROPOUTS). ON ALL THESE VARIABLES NO STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS WERE FOUND. (JH)

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THE BRIDGE PROJECT FOLLOW-UP STUDY

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935

Office of Research and Evaluation
Division of Teacher Education
The City University of New York

December 1965

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FOREWORD

The BRIDGE Project, a Queens College exploration of a unique way of preparing teachers for work with disadvantaged youth in junior high schools, reported its results to the Board of Directors of the Public Education Association (the sponsor of the project) on November 18, 1965. The absence of significant achievement differences between the Project and Control Groups aroused curiosity as to the possibility of a delayed effect which might show in the first year of senior high school.

The College Committee of the BRIDGE Project agreed that a follow-up study was desirable, but its funds were nearly exhausted and it did not have the resources to carry on a follow-up study. With the approval of Dr. Harry N. Rivlin, Dean of Teacher Education, it was decided to conduct the follow-up study by the staff of the Office of Research and Evaluation.

Preliminary planning was carried on in December, 1964 and January, 1965 by a group that included Aaron S. Carton, Donald M. Medley, Daniel Tanner, and Leonard J. West. During the Spring, 1965 semester Harold Greenberg was senior investigator. Ethel Horn and Lee Goldsmith, M.D., did the data collection, including the interviewing of students and school personnel. The statistical computations were performed by Genaro Lachica. The present report was written by Harold Greenberg, with minor editing by the undersigned.

We wish to acknowledge our thanks to Dr. J. Wayne Wrightstone, Acting Associate Superintendent, and the Research Division of the Board of Education of New York City, for their permission to conduct the study. The staffs of Junior High School 8, Queens, and of seventeen senior high schools attended by members of the group, provided invaluable cooperation, without

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which the study could not have been carried out. The College Committee of the BRIDGE Project gave the follow-up staff complete independence and did not see the results until the report was written; their trust in the objectivity of the research staff is greatly appreciated.

—

Albert J. Harris, Director
Office of Research and Evaluation

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BRIDGE PROJECT FOLLOW-UP

Chapter I

Background of the Problem

During the three-year period from 1961-1964, an experimental study was undertaken to determine whether a new kind of junior high school setting could be created for preparing teachers to work effectively with socio-economically disadvantaged youth. The problem of preparing competent teachers and providing an effective learning environment for such youth is of crucial importance in each of our great cities.

Under the support of the U. S. Office of Education (Cooperative Research Project No. 935, SAE 8981), 85 children were enrolled in a small "school-within-a-school" in a junior high school in New York City.* They were selected by means of a table of random numbers from the entering seventh grade pupils. A team of three beginning teachers under the supervision of a full-time coordinator was assigned to these youngsters. This team was responsible for instruction in English, mathematics, science, and social studies. The basic rationale behind this approach was that the teaching team would (1) gain a better understanding of the teaching-learning problems common to disadvantaged youngsters, (2) provide a more correlated curriculum for these youth, (3) provide a learning environment that is better suited for disadvantaged youth, and (4) function in an educational setting from which important guideposts could emerge in the education of teachers who will be working with disadvantaged youth.

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*Downing, Gertrude L., Edgar, Robert W., Harris, Albert J., and Storen, Helen. The Preparation of Teachers for Schools in Culturally Deprived Neighborhoods (the BRIDGE Project). U. S. Office of Education Cooperative Research Project, No. 935, New York: Queens College of The City University of New York, 1965.

A control group of 111 youngsters (all the rest of the entering seventh grade) was selected for the study. This Control Group was enrolled in the same junior high school but, unlike the experimental group, participated in the usual curriculum of the school.

The beginning teachers and their supervisor, in working with the experimental group, sought to develop ways of correlating and integrating the various subject fields, in contrast to the separate-subject approach of the conventional junior high school. Despite the fact that the experimental group was assigned to less-experienced teachers than the control group, and despite the attempt at correlating the curriculum for the experimental group, the scores on the Metropolitan Achievement Test administered at the end of the three-year period revealed no statistically significant differences between the two groups. The experimental group made statistically significant gains over the control group in IQ as measured by the Wechsler Individual Scale for Children.

Need for High School Follow-Up, Procedures, and Hypotheses to be Tested

In view of the findings of the BRIDGE three-year study, it seemed important to determine whether or not the three-year small-group experience had an impact on the subsequent educational and vocational history of the Project children. It was hypothesized that the significant gains in IQ would have a favorable impact on the subsequent achievement of these children. It was felt that, unless a follow-up study would be undertaken, the work of the earlier study would have limited significance.

A follow-up study was planned to seek comparative data for the experimental and control group youngsters relating to: (1) enrollment in high school, (2) curriculum pursued, (3) academic records, (4) behavior

records, (5) attendance records, and (6) drop-out information and work histories. In addition to gathering data through school records, individual interviews were planned with the 130 youngsters who remained in the experimental and control groups, to ascertain: (1) satisfaction with school work; (2) perceptions of academic performance; (3) reasons for dropping out of school; (4) satisfaction with work experience (drop-outs); (5) plans or aspirations for the future; and (6) evaluation of their junior high school experience.

The specific hypotheses to be tested in this high school follow-up study were as follows:

1. The Project children will be more likely than the control children to begin high school in the Fall of 1964 and to complete the academic year 1964-65.
2. The Project children will be more successful in high school than the control children as measured by passing marks in school subjects.
3. The Project children will make better adjustments in high school as indicated by stated satisfaction with their high school experience, by more satisfactory behavior records, and by participation in the extra-curricular life of the school.
4. The post-evaluation of junior high school experience will reveal greater satisfaction with that experience among the Project children than among the control children.

Implementation

In Spring 1964, 130 children involved in the BRIDGE Project completed their stay at J.H.S. 8Q. Of these 130 children with completed test - retest WISC and Metropolitan Achievement scores, 57 were experimental and 73 were controls.* To gain insight into the effects of their junior high school experiences on their further educational careers and attitudes and their future aspirations, it was necessary to gather data from three available sources:

Interviews with subjects.

School records.

Interviews with school personnel.

From J.H.S. 8 Q the researchers traced these youngsters to the schools they had entered in September 1964. In some instances it was necessary to follow a subject through more than one school. In the end, the records of 124 youngsters were located, 55 (of 57) in the Project Group and 69 (of 73) in the Control Group. Interviews were obtained for 101 of these subjects. At the time of interview they were attending 18 different vocational and academic high schools in New York City. In each school, arrangements were made to examine records and interview pupils and appropriate personnel. In general, the pupil was called to the guidance office or other suitable area where the purpose of the study was explained and an interview conducted.

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*Sixty-seven per cent of the original experimental group and 66 per cent of the original controls had complete test - retest scores.

Interviews with Subjects

A structured interview was designed for administration to subjects in their current schools. The interview was planned to be brief enough for administration in well under the length of one school period. The items included in the interview sought to elicit the subjects' attitudes toward school, educational and vocational aspirations, and the subjects' evaluation of their junior and senior high school experiences to date.

School Records

The researchers gathered data from school records regarding the subjects' progress in school from June 1964 until the time of the interviews. Since interviews were conducted during the Spring 1965 semester, this was limited to the pupils' records during the Fall of 1964. In addition to the curriculum followed and the grades earned, attendance and behavior information was ascertained. In instances where the subjects were no longer in attendance, the records in their last school attended were examined and available information on the circumstances of their discharge recorded.

In some cases, the students' permanent records indicated a brief reference to the "confidential" file. In these instances, the evaluation by school personnel was most fruitful. Most of these comments alluded to behavior problems known to school staffs.

School Personnel Evaluation

Supplementary information concerning the subjects was sought from the appropriate personnel at each school. These were usually deans, guidance counselors or grade advisors. This information supplemented behavior and attendance data gathered from written records. In the case of drop-outs, school personnel provided supplementary information on the circumstances of their discharge.

Problems and Treatment of Data

The meaningful handling of data was seriously handicapped by the situational limitations related to the large number of uncontrolled variables. These occur because of the subjects' present distribution among so many schools and programs. One can only apply the crudest of measures of comparability when subjects are rated by so many diverse standards in the 18 schools attended. Thus the measures of current achievement were limited to continued school registration, attendance, type of curriculum carried (academic, general, vocational academic, etc.), number of major subjects failed, and rank in class as estimated by school personnel. Even these gross criteria can serve only as general indicators, at best. From the interview items student attitudes were elicited and these, of course, transcend the other obstacles. Those attitude items which asked students to explain their answers were generally not scored quantitatively but were intended for anecdotal treatment.

Chi-square tests were computed for all quantitatively scored data to determine whether the obtained means of the experimental and control groups were within a statistically expected range of chance variability.

Chapter II

The Original BRIDGE Project

The goal of the BRIDGE Project was to find ways of more effectively preparing teachers to work in culturally deprived neighborhoods. The problem, as seen by the planners, was two-fold: how to bridge the gap between middle-class oriented college students preparing to be teachers and lower class youth of varied ethnic background attending the public junior high schools; and how to modify the professional courses at the college so as to increase their usefulness as preparation for meeting the problems of classroom instruction in difficult schools.

This study was viewed as exploratory. Two enterprises were initiated: a small school-within-a-school where three inexperienced teachers and three classes of educationally disadvantaged youth were intensively studied for three years, and a number of after-school centers which made possible the study of reactions by college undergraduates to their experiences with youth living in depressed areas.

The School Project

Pupils' Characteristics and Growth

The Project Committee selected a junior high school which was designated as a "Higher Horizon" school by the Board of Education of New York City. The children of these schools live either in slum areas or on the edge of them; they come from low income families without an educational tradition; many of them are members of families receiving Welfare assistance; most of them receive free lunch; a high proportion of them come from broken homes. They go to schools that are characterized by high transiency rates and have a median retardation of about one-and-a-half years in reading and arithmetic. The junior high school selected

by the Project Committee was in a slum area of Queens and its pupils had the characteristics enumerated above. It transiency rate was, at the inception of the Project, the highest in the Borough and the children entering the seventh grade in September 1961 were about two years retarded in reading and about one-and-a-half years retarded in arithmetic.

Intellectual Functioning

On the basis of the Project records and experiences, the following statements can be made about the intellectual functioning of the entire seventh grade:

1. In IQ, the children's means were initially close to 90. Approximately half of them were within or slightly above the average range. The other half fell within the classification "dull normal" or below.
2. On the sub-scores of the Wechsler Intelligence Scale for Children, the pupils did poorest on Vocabulary and Information, two tests most closely related to educational and cultural experiences, and showed their greatest competence in dealing with practical situations rather than with abstractions.
3. However, the achievement on the Performance part of the Wechsler Scale was very little better than on the Verbal part. Contrary to the usual expectations, the impoverished experiential background appears to have affected non-verbal performance almost as much as verbal ability.

Reports by teachers supported and supplemented the picture of retardation in intellectual development.

Personality

The picture of the emotional development of the children that came out of the study had both negative and positive aspects. The series of personality tests and the comments of the teachers revealed a group of children who were on the whole less mature and less self-controlled than one might expect of their age group. However, not all comment was negative, for both test results and teachers agreed that these children seemed somewhat more sensitive to and knowledgeable about human inter-relationships than other children of their age. These findings are based on the Rosenzweig Picture - Frustration Test, the Rorschach Ink-Blot Test and teacher observations.

The Impact of the Small-School-Within-A-School

The design for testing the impact of the small-school-within-a-school on the children called for the comparison of gains in intelligence test and achievement test scores of the experimental or "Project" group with a Control group consisting of all the other children at the same grade level in the same school. In achievement a comparison was also made with a second control group drawn as a random sample from the population of a similar school in Manhattan.

This testing program consisted of two administrations of the Wechsler Individual Scale for Children to the Project Group and the first Control Group, at the beginning of the study and near the end, an interval of approximately two-and-one-half years. The Metropolitan Achievement Test was administered four times to the Project Group and the first Control Group, once at the beginning, and at the end of each academic year. Four parts of the Metropolitan were administered to the second Control Group at the beginning and end of the study. The following is a summary of the analysis of gains.

1. The Full Scale IQ for the entire seventh grade was 89.01 as measured by the Wechsler Intelligence Scale for Children. This was at the upper limit of the "dull normal" range.
2. When boys and girls are considered separately, Project girls averaged about 5 points lower than Project boys, Control boys, and Control girls. This divergence became larger as about one-third of the population gradually left the school.
3. On the WISC retest in 9th grade, the Project boys were 8.50 points higher than Control boys in Verbal IQ, a highly significant difference, and 4.22 points higher in full scale IQ, a probably significant difference. The 1.59 points difference on Performance IQ in favor of the Controls was not statistically significant.
4. The Project boys gained 6.25 points on Verbal IQ while the Control boys gained only 0.28 points, a statistically significant difference.
5. The Project boys gained 5.32 points on Full Scale IQ as compared to 1.78 for the Control boys, a statistically significant difference.
6. The total Project Group, both boys and girls, gained 3.87 points more in Verbal IQ than the Control Group, 2.26 points more in Performance IQ, and 3.29 points more in Full Scale IQ. The differences in Verbal and Full Scale IQ were highly significant. The differences in Performance IQ had a probability of less than 10 percent of arising by chance.

7. If the scores on the Verbal Test of the WISC are divided into three groups, 95 and above, 85 through 94, and 84 or below, the results indicate that among the boys there was a fairly consistent gain regardless of initial IQ level. Among the girls, gains in IQ were found at the low and middle levels, but neither Project nor Control girls of initially high IQ showed any mean change.

8. Large gains in IQ (of 10 or more points) were made by a substantially higher proportion of the Project Group than of the Control Group. In Verbal IQ, 21 per cent of the Project Group gained 10 or more points as compared to 7 per cent in the Control Group. For Full Scale IQ, the percentages were 21 per cent Project as compared to 4 per cent Control.

9. The mean achievement level for the entire seventh grade at the time of entry into the school was at the beginning of fifth grade as measured by the Metropolitan Achievement Battery, Intermediate, Complete, Form A.

10. The progress in achievement as measured by the Metropolitan Achievement Tests showed no statistically significant differences between the Project Group and the Control Group within the same school.

11. Both groups seem to have made their best gains during the first year. Analysis of the results of annual administrations of the Metropolitan revealed that the Project Group made its smallest gains in the second year; the Control Group made its smallest gains in the third year. The improvement in the third

year in the Project Group was in agreement with staff opinion that the second year was the low point of the Project, with considerable improvement in the final year.

12. A second Control Group (II) in Harlem was given four sub-tests of the Metropolitan at the beginning and end of the Project. When the gains in this group were compared with the gains by the Project Group and Control Group I, they showed that both groups in the Project school surpassed the Control Group II by more than 4 standard score points, a statistically significant difference corresponding to nearly a year in grade score.

13. When gains in achievement on the Metropolitan were analyzed according to IQ level (below 85, 85-94, 95 and up) size of gain was seen to be related to initial ability. The "low" IQ groups gained least, the "middle" IQ groups gained more and the "high" IQ groups gained most.

Those aspects most pertinent to the subsequent study have been stressed in this Chapter. Pupil growth itself is one of the best measures of the success of improved teaching. Since not all changes could be expected within the experimental period itself it was felt necessary to follow-up the original Project with a longer range study of salient attitudes and achievement.

There were two main reasons for conducting the follow-up study in the first year after the completion of the BRIDGE Project. One was the desire of all concerned with the original project to find out about follow-up results as soon as possible. The other reason, much stronger from a research

standpoint, was the expectancy that dropping out of school would progressively reduce the number of students who could be located and interviewed to a small and unrepresentative sample.

It was recognized that the first year in senior high school is a difficult period of adjustment for many students, and that the adjustment of some of them might improve in the eleventh and twelfth grades. However, the need to conduct the study while a sufficiently large sample was still accessible was judged to be the determining factor.

Chapter III

Research Procedures

To gather the data for a follow-up study of the attitudes and achievements of the experimental and control pupils, two schedules were prepared. The first was for the transcription of pertinent school records, supplemented, where advisable, by school personnel's personal information. The second was a structured interview for use with the subjects themselves.

School Record Form

The School Record Form included identifying data as well as the following information:

a) Schools attended since September 1964. This was included because transiency appears to be an important obstacle to the effective education of children from lower socio-economic status background. Considerable mobility was expected in this population.

b) The circumstances involved in the student's discharge (in case of discharge). It was anticipated that even in the brief period since the termination of the group's stay at J.H.S. 8 Q there would be some dropouts. It was felt that the circumstances of such dropping out might form a meaningful pattern.

c) The curriculum followed. The dynamics involved in the curriculum followed in (Academic, Commercial, Vocational, etc.) are often complex. Nevertheless, a clear pattern might reflect the relative success of one or the other group in the school setting, in light of the divergence in the scholastic expectations placed on each type of curriculum.

d) Attendance Record. The student's attendance during the Fall term is one measure which is readily comparable from school to school. Therefore, punctuality and absence are attitude-related behavior, which lend themselves to study.

e) Discipline and Behavior. Notations on student's record were listed in the belief that these might reveal some significant pattern.

f) Courses passed. Grades attained in all of the academic majors carried in the Fall term, as well as the grades received in the first third of the Spring term, were recorded. Since the interviews necessarily began in some of the schools prior to the entry of first third grades, these had to be disregarded. It was also decided to base judgments concerning academic success on the grosser distinction of number of subjects passed or failed, recognizing fully that passing work in one school does not necessarily reflect the standards of another school.

g) Tenth-Year Reading Test. The student's score on the Metropolitan Tenth-Year Reading Test was recorded for those subjects for whom it was available. It provides a possible standard for comparison in an important area of school achievement. Unfortunately, the score was available largely for students of academic high schools alone.

This information was supplemented by a brief interview with an appropriate faculty member - the student's counselor when possible; one who had personal knowledge of the student. In the interview, additional information was elicited regarding attendance, school drop-outs, and behavior or discipline problems. This faculty member also estimated the

class standing of each student, ranking each as high, middle or low. While nothing could be done to alter the diversity of standards among the schools represented, this procedure offered the possibility of comparing the success of the two groups in their own current settings.

The Interview Schedule

Incorporated in the interview were individual items encouraging the subjects to evaluate their high school experiences and compare them with their recollection of their J. H. S. experiences. The specific areas evaluated concerned the subjects studied, the teachers, and the extra curricular activities. It was expected that this would reveal the attitudes of the subjects rather than the reality of the school situations. Several questions included in the interview were addressed to the subject's plans for further education. It was felt that one of the most significant areas in which a positive educational experience could effect attitudes would be in the subjects' desire to continue their education.

In the area of employment aspirations questions were asked regarding the nature of the work the subject would like to pursue, and the occupation characteristics he would seek in his employment. An attempt was made to get some picture of how realistic the subject's plans were in terms of the necessary education and the salaries paid for the occupation of his choice. This was considered important in light of findings which suggest that lower socio-economic class children tend not to form realistic job aspirations.

The basic data gathered from school records and interviews with school officials and subjects were handled quantitatively. To disclose statistically significant patterns of attitude or achievement in experimentals and controls, chi-square tests were computed for observed differences on all

items. In addition, the subjects were encouraged to explain themselves and give reasons for their responses. This latter material was intended for qualitative interpretation.

CHAPTER IV

The BRIDGE Project Impact

To analyze the longer-range impact of the "school-within-a-school" experiment conducted at J.H.S. 8 Q, the achievement and the attitudes of the experimental and control subjects were compared one semester after the group had terminated its stay at the junior high school.

In all, data was collected for 124 subjects of the original 130; a 95 per cent sample. Table I gives the breakdown of those for whom completed interviews are available, the 9 for whom only school records are available, and the 14 who had completely dropped out by the time of this study. The 124 subjects were located in the educational settings indicated in Table II. Interviews were held with 45 of the Project Group and 56 of the Controls Group, 101 in all. Where available, the school records of the 23 subjects not interviewed were included in the data.

TABLE I

Subjects with Complete, Incomplete and No Data

Data Obtained	Complete Data		Incomplete Data		No Data		Total	
Student Group	N	%	N	%	N	%	N	%
Project Boys	22	82	3	11	2	7	27	100
Project Girls	23	82	1	4	4	14	28	100
Project Total	45	82	4	7	6	11	55	100
Control Boys	23	77	2	7	5	16	30	100
Control Girls	33	84	3	8	3	8	39	100
Control Total	56	81	5	7	8	12	69	100
Totals	101		9		14		N = 124	

Chi-square tests were applied to observed differences between the experimental and control groups to determine whether these differences were too great to be caused by chance alone. It was thus possible to assess the statistical significance of the observed differences.

TABLE II

Subjects' Educational Settings Spring, 1965

Name of School	Project			Controls			Total Subjects
	Males	Females	Total Project	Males	Females	Total Control	
John Adams		1	1	3		3	4
Art & Design	1		1				1
Aviation				1		1	1
Mabel D. Bacon					1	1	1
Bklyn. Automotive	2		2	2		2	4
Central Commercial	1		1		1	1	2
Commerce					1	1	1
Edison Vocational	2		2	1		1	3
Charles E. Hughes	1		1				1
Andrew Jackson		2	2		3	3	5
Jamaica	8	9	17	8	7	15	32
Jamaica Vocational		3	3		5	5	8
Queens Vocational		2	2		1	1	3
Julia Richman					5	5	5
Richmond Hill		1	1	3	4	7	8
Van Buren	7	5	12	6	6	12	24
Wilson	2	3	5	4	3	7	12
612 Q		1	1				1
Project III	1		1				1
N. Y. State				2	1	3	3
Unknown	1		1				1
Out-of-City School	1		1				1
Euphrasia House		1	1				1
State Hospital					1	1	1
Totals	27	28	55	30	39	69	N=124*

* 7 of the Project Group and 12 of the Control Group could not be interviewed.

Achievement

Due to the large number of educational settings represented, comparisons between the achievement of the experimentals and controls were limited. The variables used to assess achievement were curriculum followed, number of major subjects failed, Tenth-grade Metropolitan Reading Test scores, and class standing as ranked by school personnel.

As seen from Table III, information was available on the curriculum followed by 50 of the Project Group and 64 of the Control Group in the fall semester, 1964. Distribution among the four major choices varied from 27 per cent choosing a Vocational curriculum to 23 per cent each in Academic and Commercial courses. Thirty per cent of the Project Group were in General courses while only 20 per cemt of the Controls were enrolled in this curriculum. On the other hand, 18 per cent of the Project Group were in Commercial programs as against 27 per cent of the Control Group. Despite these observed differences, the Chi-Square test failed to demonstrate statistically significant differences in type of program.

Figures were available on the records of 110 of the 124 subjects. Table IV represents the number and percentage of The Project and Control Groups who failed 0 to 6 majors in their first term in high school. Only 33 per cent of the total number passed all of their first terms majors, with the girls doing better than the boys. Although a careful reading of the table suggests a trend toward total failure by The Project Group (8 per cent failed 4 or more subjects) as against the controls (13 per cent failed 4 or more) the Chi-Square Test fails to reveal statistical significance in the differences in number of major subjects failed.

TABLE III

Curriculum Followed by Project and Control Groups

Type of Curriculum		Academic		General		Commercial		Vocational		Other		Total	
Student		N	%	N	%	N	%	N	%	N	%	N	%
Project	Boys	6	26	6	26	5	22	6	26	0	0	23	100
	Girls	6	22	9	33	4	15	8	30	0	0	27	100
	Total	12	24	15	30	9	18	14	28	0	0	50	100
Control	Boys	5	18	6	22	8	30	8	30	0	0	27	100
	Girls	9	24	7	19	9	24	9	24	3	8	37	100
	Total	14	22	13	20	17	27	17	27	3	4	64	100
Grand Total		26	23	28	24	26	23	31	27	3	3	114	100

TABLE IV

Major Subjects Failed - Fall, 1964

Majors Failed	0		1		2		3		4		5		6		Total	
Student Group	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Project Boys	6	26	10	48	3	13	0	0	1	4	2	9	0	0	23	100
Project Girls	12	41	2	7	1	4	2	7	7	26	3	11	1	4	27	100
Total	18	34	12	26	4	8	2	4	8	16	5	10	1	2	50	100
Control Boys	3	12	9	36	6	24	4	16	1	4	1	8	0	0	24	100
Control Girls	17	47	6	17	5	14	3	8	4	11	1	3	0	0	36	100
Total	20	33	15	25	11	18	7	11	5	8	3	5	0	0	60	100
Grand Total	38	33	27	25	15	14	9	8	13	12	7	7	1	1	110	

It must be borne in mind that we are here comparing the achievement of students taking academic, vocational, commercial, general, etc. courses in numerous school settings. Their comparability is understandably limited. Table V shows the number of majors failed by these 110 subjects when the Project and Control Groups are further compared according to the curriculum followed. When their failures are considered by curriculum followed, the analysis suggests that Project and Control Groups did not show marked differences.

Tenth-grade Metropolitan Reading Test scores were available for 47 of the Project Group and 53 of the Control Group. The distribution of their attained reading levels is shown in Table VI. The Chi-Square Test failed to reveal significant differences between the two groups in reading scores. Taken as a whole, 37 per cent of all the subjects were at 10th-grade level or above, 31 per cent were between 7.0 and 9.9, and 32 per cent read below seventh grade level.

In one final assessment of the progress made by the Project and Control Groups, school personnel were asked to rank the subjects of their acquaintance against others in their own class and school. This was aimed at offsetting the problem of comparing students on divergent standards. The results of this ranking are seen in Table VII. Analysis of these findings through the application of the Chi-Square Test failed to demonstrate statistically significant differences between the two groups.

TABLE V

Number of Majors Failed by Curriculum Followed

Project Group

Majors Failed	Academic	General	Commercial	Vocational	Other	
0	4	4	2	8		18
1	4	5	3	1		13
2	1	1	1	1		4
3	1	1	0	0		2
4	0	3	3	2		8
5	1	1	0	2		4
6	1	0	0	0		1
Totals	12	15	9	14		N = 50

Control Group

Majors Failed	Academic	General	Commercial	Vocational	Other	
0	4	3	5	8	0	20
1	6	4	2	1	1	14
2	2	2	3	3	1	11
3	3	0	3	1	0	7
4	0	1	2	1	1	5
5	0	2	0	1	0	3
6	0	0	0	0	0	0
Totals	15	12	15	15	3	N = 60

TABLE VI

Metropolitan Reading Test Scores - Tenth Grade

Student Group	GRADE LEVELS ATTAINED																	
	4-4.9		5-5.9		6-6.9		7-7.9		8-8.9		9-9.9		10-10.9		11-11.9		12-12.9		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Project																				
Boys	1	5	2	9	1	5	3	14	3	14	2	10	6	29	2	9	1	5	21	100
Girls	4	15	7	27	3	12	3	12	0	0	1	4	4	15	4	15	0	0	26	100
Totals	5	11	9	19	4	9	6	13	3	6	3	6	10	21	6	13	1	2	47	100
Control																				
Boys	4	17	1	4	2	9	3	13	3	13	3	13	7	31	0	0	0	0	23	100
Girls	3	10	2	7	2	7	4	13	3	10	3	10	8	27	4	13	1	3	30	100
Totals	7	13	3	6	4	8	7	13	6	11	6	11	15	28	4	8	1	2	53	100

TABLE VII

Class Standing of Subjects as Ranked
by Current School Officials

Ranking Category	Unknown		Top 25%		Middle 50%		Low 25%		Total	
Student Group	N	%	N	%	N	%	N	%	N	%
Project Boys	1	4	2	8	7	29	14	59	24	100
Project Girls	0	0	5	18	7	26	15	56	27	100
Totals	1	2	7	14	14	27	29	57	51	100
Control Boys	0	0	1	4	10	40	14	56	25	100
Control Girls	1	3	3	9	18	51	13	37	35	100
Totals	1	2	4	6	28	47	27	45	60	100
Grand Total	2	2	11	10	42	38	56	50	111	100

In summary, no significance could be attached to the differences in performance as measured by any of the four variables used.

Classroom Behavior, Attendance and Punctuality

Three factors were measured which reflect on student attitudes and on progress in school yet are not directly dependent on scholastic ability. These are attendance and punctuality, as noted in the pupil's record and classroom behavior reported on records as satisfactory, needs improvement, and unsatisfactory, or the equivalent. The experimental and control groups were compared on these three indicators to determine whether there were significant differences between the two groups.

Table VIII shows the attendance records of the two groups. Attendance information was available for 108 of the subjects. Sixty per cent of these

subjects had fewer than 10 absences during the fall semester. There are observed differences between the Project and Control Groups, but the chi square test reveals that these differences are within the range of chance fluctuations.

TABLE VIII

Recorded Absence - Fall 1964

Days Absent	0-9		10-19		20-29		30-39		40+		Total	
Student Group	N	%	N	%	N	%	N	%	N	%	N	%
Pro. Boys	14	61	6	27	1	4	1	4	1	4	23	100
Pro. Girls	13	47	6	21	7	25	0	0	2	7	28	100
Total	27	53	12	23	8	16	1	2	3	6	51	100
Con. Boys	18	75	5	21	1	4	0	0	0	0	24	100
Con. Girls	20	61	5	15	4	12	3	9	1	3	33	100
Total	38	67	10	18	5	9	3	5	1	2	57	100
Grand Total	65	60	22	20	13	12	4	4	4	4	108	100

Table IX shows the punctuality of the Project and Control Groups during the Fall, 1964 semester. For the 109 subjects for whom data were available, the Chi-Square Test revealed no statistically significant differences between the two groups.

TABLE IX

Recorded Lateness - Fall 1964

Times Late	0-9		10-19		20-29		30-39		40+		Total	
Student Group	N	%	N	%	N	%	N	%	N	%	N	%
Pro. Boys	20	87	2	9	0	0	0	0	1	4	23	100
Pro. Girls	21	78	4	15	2	7	0	0	0	0	27	100
Total	41	82	6	12	2	4	0	0	1	2	50	100
Con. Boys	24	92	2	8	0	0	0	0	0	0	26	100
Con. Girls	29	88	2	6	0	0	1	3	1	3	33	100
Total	53	90	4	6	0	0	1	2	1	2	59	100
Grand Total	94	86	10	9	2	2	1	1	2	2	109	100

Behavior records were available for only 60 of the subjects, 26 of the Project Group and 34 of the Control Group. For the subjects for whom data were obtained on this variable, no significant differences were found. Table X does suggest differences in the behavior of boys as compared with girls within the two groups. Unfortunately, the incompleteness of the data does not permit adequate evaluation of this variable.

TABLE X

Classroom Behavior

Behavior Rating	Satisfactory		Needs Imp.		Unsatisf.		Total	
Student Group	N	%	N	%	N	%	N	%
Proj. Boys	8	73	3	27	0	0	11	100
Proj. Girls	9	60	3	20	3	20	15	100
Total	17	65	6	23	3	12	26	100
Con. Boys	7	58	2	17	3	25	12	100
Con. Girls	12	55	8	36	2	9	22	100
Total	19	56	10	29	5	15	34	100
Grand Total	36	60	16	27	8	13	60	100

Thus, on the three behavioral indicators used to tap attitudes toward school, there were many of the same limitations as in the total research. Nevertheless, within the limits of this data, no statistical significance could be attached to observed differences between Project and Control Groups.

Attitudes Toward School

The subjects stated attitudes toward their juniors high school and their high school experiences to date were sought in the interviews. Two

aspects were singled out aside from a general attitude: the work, and the teachers.

The general evaluation of junior high school by these boys and girls was quite favorable. Table XI shows that 65 per cent of the Project Group and 70 per cent of the Control Group expressed rather positive feelings toward junior high school. Conversely, more of the Project Group and only 4 per cent of the Control Group expressed clearly negative feelings about their J.H.S. experience generally. Differences between the two groups favored the Project Group but were not statistically significant according to the Chi-square test.

TABLE XI

General Attitude Toward Jr. High School

Attitude	Liked Very Much		Liked it		Okay		Didn't Like		Disliked Very Much		Total	
Student Group	N	%	N	%	N	%	N	%	N	%	N	%
Project Boys	6	27	11	50	5	23	0	0	0	0	22	100
Project Girls	15	65	6	26	2	9	0	0	0	0	23	100
Total	21	47	17	38	7	15	0	0	0	0	45	100
Control Boys	9	39	9	39	4	18	1	4	0	0	23	100
Control Girls	18	56	7	22	6	19	0	0	1	3	32	100
Total	27	49	16	29	10	18	1	2	1	2	55	100

Regarding junior high school teachers there was a similarly favorable attitude expressed. As seen in Table XII, 62 per cent of the Project Group and 70 per cent of the Control Group expressed themselves favorably toward junior high school teachers. None of the Project Group and only

2 per cent of the Controls stated that they didn't like their junior high school teachers. The observed differences between Project and Control Groups favored the Project Group but were not found to be statistically significant when the chi-square test was computed.

TABLE XII

Attitude Toward J. H. S. Teacher

Attitude	Liked Very Much		Liked It		Okay		Didn't Like		Very Much		Total	
Student Group	N	%	N	%	N	%	N	%	N	%	N	%
Project Boys	8	36	8	36	6	28	0	0	0	0	22	100
Project Girls	14	61	7	30	2	9	0	0	0	0	23	100
Total	22	49	15	33	8	18	0	0	0	0	45	100
Control Boys	7	32	8	36	6	27	1	5	0	0	22	100
Control Girls	10	31	13	41	9	28	0	0	0	0	32	100
Total	17	31	21	39	15	28	1	2	0	0	54	100

The second specific question in this area had regard to the work in J. H. S. Though lower than the percentages in the two previous variables, Table XIII still shows 66 per cent of the Project Group and 59 per cent of the Control Group giving favorable responses. Once again statistical analysis fails to reveal statistical significance in the observed differences.

TABLE XIII

Attitude Toward Work in J.H.S.

Attitude	Liked Very Much		Liked it		Okay		Didn't Like		Disliked Very Much		Total	
Student Group	N	%	N	%	N	%	N	%	N	%	N	%
Project Boys	7	32	9	41	6	27	0	0	0	0	22	100
Project Girls	8	35	6	26	9	39	0	0	0	0	23	100
Total	15	33	15	33	15	34	0	0	0	0	45	100
Control Boys	1	4	9	39	13	57	0	0	0	0	23	100
Control Girls	7	22	15	47	9	28	0	0	1	3	32	100
Total	8	15	24	44	22	40	0	0	1	2	55	100

[The favorable tone reflected in the J.H.S. responses must be considered in the light of nostalgia, which probably added a good deal to the junior high school's image, as compared to the day-to-day realities of the current school settings. It may be, also, that standards of expectancy were higher in senior high school.] A similar set of questions were aimed at getting the subject's evaluation of high school. Table XIV shows that most subjects were favorable in their evaluation of high school, but less so than in their evaluation of junior high school. (Sixty per cent as against 85 per cent of the Project Group and 54 per cent as against 78 per cent of the Control Group.) On the negative side, 11 per cent of the Project Group and 17 per cent of the Controls expressed displeasure about high school, as against none of the Project Group and only 4 per cent of the Controls who were negative in their evaluation of junior high schools. Differences between experimentals and controls regarding high school were again found not to be statistically significant.

TABLE XIV

General Attitudes Toward Senior High School

Attitude	Liked Very Much		Liked it		Okay		Didn't Like		Disliked Very Much		Total	
Student Group	N	%	N	%	N	%	N	%	N	%	N	%
Project Boys	5	23	8	36	8	36	1	5	0	0	22	100
Project Girls	2	9	12	52	5	22	3	13	1	4	23	100
Total	7	16	20	44	13	29	4	9	1	2	45	100
Control Boys	7	31	4	17	11	48	0	0	1	4	23	100
Control Girls	9	28	10	31	5	16	6	19	2	6	32	100
Total	16	29	14	25	16	29	6	11	3	6	55	100

The same trend is observed in Table XV concerning attitudes toward high school teachers. Here, 49 per cent of the Project Group and 51 per cent of the Control Group stated that they liked their teachers in high school. The comparable data for junior high schools were 82 per cent and 70 per cent. Four per cent of the Project Group and 7 per cent of the Control Group expressed dislike of their high school teachers. In contrast, none of the Project Group and only 2 per cent of the Controls expressed dislike of junior high school teachers. Computation of the chi-square test of the differences in response of the two groups regarding high school teachers again revealed no statistical significance.

TABLE XV

Attitudes Toward Teachers in Senior High School

Attitude	Liked Very Much		Liked it		Okay		Didn't Like		Disliked Very Much		Total	
Student Group	N	%	N	%	N	%	N	%	N	%	N	%
Project Boys	3	14	6	27	12	55	1	4	0	0	22	100
Project Girls	3	13	10	44	9	39	1	4	0	0	23	100
Total	6	13	16	36	21	47	2	4	0	0	45	100
Control Boys	4	17	7	30	10	44	2	9	0	0	23	100
Control Girls	5	16	12	37	13	41	2	6	0	0	32	100
Total	9	16	19	35	23	42	4	7	0	0	55	100

The same tendency toward less favorable attitudes regarding high school can be seen in Table XVI, which summarizes the data regarding attitudes toward high school work. Forty-five per cent of the Project Group and 48 per cent of the Control Group stated that they liked the work. Conversely, 11 per cent of the Project Group and 9 per cent of the Controls said they disliked high school work. By comparison, 66 per cent of the Project Group and 59 per cent of the Controls expressed a liking for junior high school work and only 2 per cent of the Controls expressed any dislike. Again, no statistical significance can be attached to the observed differences between experimentals and controls in this variable, according to the chi-square test.

TABLE XVI

Attitudes Toward Senior H. S. Work

Attitude	Liked Very Much		Liked it		Okay		Didn't Like		Disliked Very Much		Total	
Student Group	N	%	N	%	N	%	N	%	N	%	N	%
Project Boys	1	5	8	36	12	54	1	5	0	0	22	100
Project Girls	1	4	10	44	8	35	3	13	1	4	23	100
Total	2	5	18	40	20	44	4	9	1	2	45	100
Control Boys	1	4	8	35	13	57	0	0	1	4	23	100
Control Girls	3	10	14	45	10	32	4	13	0	0	31	100
Total	4	7	22	41	23	43	4	7	1	2	54	100

One additional item was included on which to compare the attitudes of the Project and Control Groups toward their high school experiences. In this question, the subjects were asked to indicate their major subjects which they liked, those they disliked and those about which they were indifferent or neutral. These were totaled on a -1 to +1 scale. The results of this tabulation are found in Table XVII. The differences between the two groups were not found to be statistically significant when Chi-square test was computed. Taken as a whole the subjects expressed only a mildly favorable attitude toward their major subjects in high school.

TABLE XVII

Attitudes Toward High School Major Subjects

Rating Scale	PROJECT						CONTROL					
	Boys		Girls		Total		Boys		Girls		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
5	0	0	1	4	1	2	0	0	2	6	2	4
4	2	9	2	9	4	9	2	9	3	9	5	9
3	2	9	4	18	6	13	2	9	4	13	6	11
2	3	14	3	13	6	13	9	41	9	28	18	33
1	7	32	6	26	13	29	2	9	5	16	7	13
0	7	32	5	22	12	27	7	32	6	19	13	24
-1	1	4	1	4	2	5	0	0	2	6	2	4
-2	0	0	1	4	1	2	0	0	0	0	0	0
-3	0	0	0	0	0	0	0	0	1	3	1	2
Total	22	100	23	100	45	100	22	100	32	100	54	100

On the majority of these attitude measures the Project Group was somewhat more favorably disposed than the Control Group but none of these differences was large enough to be statistically significant for groups of this size. Taken as a whole, however, the subjects expressed a much more favorable attitude toward junior high school than toward high school.

Educational Expectations

The educational plans of the subjects, both immediate and long range, were investigated. It is to be hoped that a positive experience during junior high school would have a positive effect on the student's desire to continue his education. These intentions are, of course, subject to the

exigencies of daily life, particularly the life of children from a low socio-economic status background.

Table XVIII shows that at the time of interview 91 per cent of the Project Group and 78 per cent of the Control Group expected to return to their present schools. The difference in favor of the Project Group was not statistically significant.

TABLE XVIII

High School Plans: Fall 1965

Plans	Same School		Transfer		Other		Total	
Student Group	N	%	N	%	N	%	N	%
Project Boys	20	91	0	0	2	9	22	100
Project Girls	21	91	2	9	0	0	23	100
Total	41	91	2	4.5	2	4.5	45	100
Control Boys	19	83	3	13	1	4	23	100
Control Girls	22	73	3	10	5	17	30	100
Total	41	78	6	11	6	11	53	100

There was near unanimity in the somewhat longer range goal of completing high school. Since the question merely called for the expression of a nebulous desire to complete secondary education, the results reported in Table XIX were almost predictable and once again, the two groups were very similar.

TABLE XIX

Stated Expectation of High School Graduation

Expectation	Yes		No		Other		Total	
Student Group	N	%	N	%	N	%	N	%
Project Boys	20	91	0	0	2	9	22	100
Project Girls	22	96	0	0	1	4	23	100
Total	42	93	0	0	3	7	45	100
Control Boys	22	96	0	0	1	4	23	100
Control Girls	30	94	1	3	1	3	32	100
Total	52	94	1	2	2	4	55	100

The question of plans for post-high school education was somewhat more discriminating. Table XX shows that 65 per cent of the Project Group and 58 per cent of the Control Group expressed a desire to continue their education beyond high school in some form. On the other hand, before completing even one year of high school, roughly one-fourth of these subjects were already willing to state that they would not desire to continue their education. The observed differences between the groups were not found to be statistically significant through computation of the chi-square test.

TABLE XX

Plans For Post-High School Education

Plans	Plans Future Study		No Future Study		Others		Total	
Student Group	N	%	N	%	N	%	N	%
Project Boys	14	64	4	18	4	18	22	100
Project Girls	15	65	7	31	1	4	23	100
Total	29	65	11	24	5	11	45	100
Control Boys	12	52	9	39	2	9	23	100
Control Girls	20	62	7	22	5	16	32	100
Total	32	58	16	29	7	13	55	100

Employment Expectations

Pertinent but somewhat less closely related to the educational experience is the employment expectation of the subjects.* Two dimensions of this expectation were considered: the actual occupations identified by the subjects, and the working conditions considered important by the subjects.

The occupations identified by the subjects were categorized into seven occupational groupings as seen in Table XXI. Computation of the chi-square test revealed no statistical significance to the observed differences. As expected, given this kind of free choice, all of the subjects tended to

*P.S. Sears, "Levels of Aspiration in Academically Successful and Unsuccessful Children," Journal of Abnormal Psychology, 35:498-536, 1940, and L. M. Walter and S. S. Marzolf, "The Relation of Sex, Age, and School Achievement to Levels of Aspiration," Journal of Educational Psychology, 42: 285-292, 1951.

make the usual, middle-class choices one is apt to get in our contemporary society. The occupations selected failed to reflect the reality of today's occupational structure in the Negro ghetto. The same phenomenon had been observed among 15 year-olds in Harlem.*

Much of the research in this area suggests that job desiderata should be a more discriminating way of getting at sub-cultural influences on occupational preferences. There are research findings which observe that children of low socio-economic status, particularly Negro children in racial ghettos, tend to exhibit clearly patterned preferences.** In this study 9 job characteristics, selected on the basis of earlier research, were presented to the subject. For each, they were to indicate whether that characteristic was an important feature in choosing a job.

Table XXII summarizes subject assessment of the importance of an opportunity to be a leader in choosing a job. Fifty-six per cent of the Project Group and 58 per cent of the Control Group did not consider this to be important.

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*H. Greenberg. Attitudes Toward Minority Status Among Negro Adolescents As Related to Literacy Level, Ed. D. Project Report. New York: Teachers College, 1965.

**H. Hyman. "Value System of Different Classes," Class, Status, and Power, R. Bendix and S. Lipset, editors. Glencoe: Free Press, 1963, pp 426-442. S. Singer and B. Steflre, "A Note on Racial Differences on Job Values and Desires," Journal of Social Psychology ,43: 333-337, 1956.

TABLE XXI

Employment Plans

Occupation	Professions		White Collar		Blue Collar		Technical		Other Semi-Skilled, Clerical		Don't Know		Civil Service		Total	
Student Group	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Project Boys	6	27	4	18	2	9	3	14	0	0	4	18	3	14	22	100
Project Girls	8	35	6	26	0	0	1	5	4	17	4	17	0	0	23	100
Total	14	31	10	22	2	4	4	9	4	9	8	18	3	7	45	100
Control Boys	7	31	4	17	7	31	1	4	0	0	4	17	0	0	23	100
Control Girls	9	28	12	37	0	0	4	13	3	9	4	13	0	0	32	100
Total	16	29	16	29	7	13	5	9	3	5	8	15	0	0	55	100

TABLE XXII

Opportunity for Leadership

	Important		Not Important		Total	
Student Group	N	%	N	%	N	%
Project Boys	8	36	14	64	22	100
Project Girls	12	52	11	48	23	100
Total	20	44	25	56	45	100
Control Boys	10	43	13	57	23	100
Control Girls	13	41	19	59	32	100
Total	23	42	32	58	55	100

Table XXIII shows the importance attached to a job which is interesting. Ninety-three per cent of the Project Group and 89 per cent of the Controls considered this to be important.

TABLE XXIII

Interesting Work

	Important		Not Important		Total	
Student Group	N	%	N	%	N	%
Project Boys	20	91	2	9	22	100
Project Girls	22	96	1	4	23	100
Total	42	93	3	7	45	100
Control Boys	20	87	3	13	23	100
Control Girls	29	91	3	9	32	100
Total	49	89	6	11	55	100

Table XXIV shows the importance attached to prestige, where "you would be looked upon very highly." Seventy-three per cent of the Project Group and 76 per cent of the Controls felt this to be important.

TABLE XXIV

Prestige

Student Group	Important N	Important %	Not Important N	Not Important %	Total N	Total %
Project Boys	15	68	7	32	22	100
Project Girls	18	78	5	22	23	100
Total	33	73	12	27	45	100
Control Boys	17	74	6	26	23	100
Control Girls	25	78	7	22	32	100
Total	42	76	13	24	55	100

The opportunity to be "the boss" is considered in Table XXV. Here we see that only 27 per cent of either group considered this important.

TABLE XXV

Opportunity to be Boss

Student Group	Important N	Important %	Not Important N	Not Important %	Total N	Total %
Project Boys	7	32	15	68	22	100
Project Girls	5	22	18	78	23	100
Total	12	27	33	73	45	100
Control Boys	7	30	16	70	23	100
Control Girls	8	25	24	75	32	100
Total	15	27	40	73	55	100

Table XXVI shows the overwhelming importance attached to job security by this population. Ninety-one per cent of the Project Group and 100 per cent of the Controls considered a job "you could be absolutely sure of keeping" to be important.

TABLE XXVI

Job Security

	Important		Not Important		Total	
Student Group	N	%	N	%	N	%
Project Boys	20	91	2	9	22	100
Project Girls	21	91	2	9	23	100
Total	41	91	4	9	45	100
Control Boys	23	100	0	0	23	100
Control Girls	32	100	0	0	32	100
Total	55	100	0	0	55	100

Table XXVII deals with the desire for a job with an opportunity for fame. Only 24 per cent of the Project Group and 20 per cent of the Controls believed this to be important.

TABLE XXVII

Fame

	Important		Not Important		Total	
Student Group	N	%	N	%	N	%
Project Boys	5	23	17	77	22	100
Project Girls	6	26	17	74	23	100
Total	11	24	34	76	45	100
Control Boys	4	17	19	83	23	100
Control Girls	7	22	25	78	32	100
Total	11	20	44	80	55	100

The next table shows the subjects' desire for a job where they can help people. This item is not expected to be particularly discriminating in its present form. As can be seen, this was of nearly universal importance.

TABLE XXVIII

Help People

Student Group	Important		Not Important		Total	
	N	%	N	%	N	%
Project Boys	21	95	1	5	22	100
Project Girls	22	96	1	4	23	100
Total	43	96	2	4	45	100
Control Boys	23	100	0	0	23	100
Control Girls	31	97	1	3	32	100
Total	54	98	1	2	55	100

Table XXIX summarizes the data regarding the importance attached to working on one's own without close supervision. Sixty-two per cent of the Project Group and 61 per cent of the Controls considered this an important factor.

TABLE XXIX

Work on Own

Student Group	Important		Not Important		Total	
	N	%	N	%	N	%
Project Boys	15	68	7	32	22	100
Project Girls	13	57	10	43	23	100
Total	28	62	17	38	45	100
Control Boys	15	65	8	35	23	100
Control Girls	18	58	13	42	31	100
Total	33	61	21	39	54	100

Finally, Table XXX shows the small importance attached to "easy" work. Only 18 per cent of the Project Group and 16 per cent of the Controls considered this to be an important factor.

TABLE XIX

Work is Easy

Student Group	Important		Not Important		Total	
	N	%	N	%	N	%
Project Boys	4	18	18	82	22	100
Project Girls	4	17	19	83	23	100
Total	8	18	37	82	45	100
Control Boys	5	22	18	78	23	100
Control Girls	4	13	28	87	32	100
Total	9	16	46	84	55	100

The Chi-square test was computed for the findings on the 9 items dealing with job desiderata. No significant differences were revealed between Project and Control attitudes regarding desirable characteristics in a job. However, the subjects as a group exhibited a clear trend toward the choices which earlier researchers identified as typical of the urban Negro poor. Of particular interest is an apparently deep-rooted need for job security, prestige, and freedom from supervision, along with de-emphasis of the idea of advancement and supervisory opportunities.

Anecdotal Material

The conclusion that the Project Group and Control Group demonstrate no significant differences on the basis of statistical analysis gains confirmation from the anecdotal material collected during the interviews. This information is most illuminating regarding the subjects' attitudes toward junior high school and high school respectively.

Most of the subjects were experiencing the kinds of problems one naturally associates with entry into high school: the work seems harder, the teachers less interested and more demanding, the pupils a bit more aloof. Not only are the pupils drawn from wider geographical areas, but in many cases high school means integrated education for the first time. The comments of a number of subjects reflected both positive and negative reactions to this experience. A number of subjects voiced their preference for the pleasant, brand new Junior High School 8 building as against the old buildings which house many of the high schools attended by the subjects. However, nothing in the anecdotal material suggests differences that the statistical data failed to reveal. Apparently most subjects, Project as well as Control, recall their junior high school experiences with some sense of satisfaction. This speaks well for the school but does not reveal anything about the experimental design under investigation.

Summary

The BRIDGE follow-up was conducted in the face of extreme obstacles. Nearly half of the original subjects of the experiment were no longer available for study. Those located were so scattered in various schools and programs that comparison of current achievement could be only vaguely approximated. Furthermore, interviews at school, where there is an obvious lack of anonymity, would no doubt tend to inhibit somewhat the expression of their attitudes and feelings.

All of these shortcomings, however, might be expected to operate uniformly on the Project and Control Groups, permitting patterned differences between the groups to emerge. Nevertheless no significant differences were revealed on any of the numerous indicators tested, nor in the anecdotal material. While the majority of the attitude measures revealed slight differences in favor of the Project Group, none of these was statistically significant.

Chapter V

Summary and Conclusions

The original BRIDGE Project, conducted for three years at J. H. S. 8 Q, came to an end in June 1964. Its findings are fully reported in the report published earlier in 1965*. In the belief that some results in achievement and attitudes of the participants might first become evident subsequent to the termination of the project, the present follow-up investigation was undertaken.

Of 130 experimental and control subjects who completed the original WISC test-retest program, 101 were located and interviewed. For 9 more, unavailable for interview, school information was obtained. Interviews were conducted during the Spring 1965 semester.

The mean scores of the Project Group and Control Group were compared, using chi-square tests to determine the significance of observed differences in the responses of the two groups. The following dimensions were probed:

Scholastic Achievement was measured by curriculum followed, the number of major subjects failed, standing in their class as ranked by school officials, and grade level achieved on the 10th Grade Metropolitan Reading Test.

Attendance, Punctuality, and Classroom Behavior reflect attitudes and offer some basis for comparison between schools.

Attitudes toward their present schools and toward junior high school were examined in questions about the teachers, the work and the schools

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*Gertrude L. Downing, Robert Edgar, Albert J. Harris, and Helen Storen, The Preparation of Teachers for Schools in Culturally Deprived Neighborhoods (The BRIDGE Project), Cooperative Research Project No. 935, N. Y.: Queens College of The City University of New York, 1965.

generally. In addition, the subjects were questioned regarding their future school plans and their aspirations for employment in the more distant future.

On all these variables no statistically significant differences between the Project Group and Control Group were found. These conclusions are supported by anecdotal responses to probing questions which were not quantitatively scored.

The purpose of the BRIDGE Project was to improve the preparation of teachers for children of culturally deprived background. If such improvement did exist at J. H. S. 8 Q, the achievement and attitudes of the subjects examined here failed to reflect it. The slight differences in attitudes which favored the Project Group in most instances were not statistically significant. Project and Control subjects continue to exhibit the difficiencies which typify children of their background. Noteworthy was the favorable memory of J.H. S. 8 Q which Project and Control Groups shared.

Although this follow-up study was limited by serious problems in design, the research revealed no tenth grade differences of statistical significance in achievement or attitudes attributable to the three-year experiment conducted at the junior high school.